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ABSTRACT

Relationships between the level of teachers' perceived empowerment, the degree of teachers' perceived responsibility for student outcomes, and student achievement were studied with 271 elementary school teachers. The Responsibility for Student Achievement Scale (RSA) (T. Guskey, 1981) and the School Participant Empowerment Scales (SPES) (P. Short and Rinehart, 1992) were administered, and student achievement was determined as a grade level stanine score in reading and mathematics from standardized achievement tests. There was a statistically significant correlation between teachers' empowerment as measured by the SPES and teachers' responsibility for student success as measured by the RSA, indicating that teachers with an increased sense of empowerment tended to accept more responsibility for the success of their students. There was no significant correlation between teachers' empowerment scores and their perceived responsibility for student failures. There were no significant correlations between teachers' responsibility for student outcomes and student achievement and teachers' empowerment scores and student achievement. Findings indicate that the construct of teacher empowerment and a sense of responsibility for student outcomes are important to school climate and increased teacher sense of efficacy, but an effect on student achievement has not been demonstrated. (Contains 4 tables and 99 references.) (SLD)

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The Relationships Between Teacher Empowerment, Teachers' Sense of Responsibility For Student Outcomes, and Student Achievement

The primary goal of the American public school system is simple. Schools exist to educate students. The success of the public school system, therefore, can be measured by students' increased learning achievement (Russell, 1987). Efforts at educational reform in the 1970s and early 1980s were based on the assumption that the educational system had failed to teach American students the basic skills needed to compete in a world market. As a result, the reform agenda focused on a "back to basics" movement (Smith, 1994; Stedman & Smith, 1983). After a decade of such reform, however, those efforts have not resulted in significant or lasting improvements in student achievement (Deal, 1990). Instead, it appears that schools "continue to function much as they always have" (Brandt, 1991, as cited in Isabelle-Ross, 1997, p. 1).

Second wave educational reform movements are based on the premise that significant improvement in the performance of our public schools will require systemic restructuring. Cochran and DeChesere (1995) noted the following:

> The current structure of education does little to allow or encourage teachers to risk change and seek roles in reshaping current educational practices. Teachers typically are held accountable in a system in which they have little influence on educational policy. (p. 4)

Sarason (1992) contended that teachers must become an integral part of the school decision-making process. Teachers are, after all, the primary implementers of

change in the schools (Sarason, 1992). Fullan (1993) emphasized, "Teachers as change agents are the *sine qua non* of getting anywhere" (p. 18). The challenge of systemic restructuring reform movements is monumental. How can educators change the traditional paradigm of "top-down" bureaucratic management to one in which teachers have the autonomy, control, choice, and responsibility necessary to effect lasting and meaningful changes?

A major thrust of systemic restructuring strategies is "bottom-up" change, reflecting a growing consensus that "top-down" bureaucratic forms of management are ineffective and counter-productive. Participative decision-making has become a dominant theme of "bottom-up" organizational structures in public schools (Isabelle-Ross, 1997). In fact, researchers Maehr (1989) and Rosenholtz (1989) suggested that the personal commitment of employees at all levels is necessary for organizational effectiveness. The focus of shared decision-making is collaboration for the educational benefit of the learner, improved school effectiveness, increased staff commitment, increased staff ownership, and ensuring that schools are responsive to the needs of their students and community (David, 1994; Lange, 1993; Bauer, 1992). Rosenholtz (1989) and Czikzentmihalyi and McCormack (1986) indicated that if teachers are dissatisfied with their work lives and lack commitment to the school organization, not only will the teachers suffer but their students will suffer as well. The main objective of shared decision-making is enhanced student achievement (David, 1994).

Shared decision-making is referred to in educational literature as participative decision-making, employee involvement, collegial or collaborative decision-making, and empowerment (Klecker & Loadman, 1998;

Terry, 1998; Short & Greer, 1997; Cochran & DeChesere, 1995; Short & Johnson, 1994; Leithwood & Janzi, 1990; Duke & Gansneder, 1990; Lightfoot, 1986). For the purposes of simplicity, this study uses the term teacher empowerment.

Theoretical Framework

The concept of employee empowerment began with business and industrial efforts to improve productivity and employees' satisfaction with their work lives. The concept of teacher empowerment parallels employee empowerment in the corporate realm (Terry, 1998). Teacher empowerment has become a significant construct for educational reform.

Rappaport (1987) described the construct of empowerment as "a joining of personal competencies and abilities to environments that provide opportunities for choice and autonomy in demonstrating those competencies" (p. 122). Conger and Kanungo (1988) defined empowerment as "a process of enhancing feelings of self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal and organizational practices and informal techniques of providing efficacy information" (p. 2.)

Bolin (1989) defined empowerment as providing teachers with the right to participate in the determination of school goals and policies. Lucas, Brown and Markus (1991) defined teacher empowerment as a function of the readiness of the

building level administrators to share their autonomy with those whose commitment is necessary to make the educational program function at the highest level of efficiency. Lee (1991) defined teacher empowerment as the development of an environment in which the teachers act as professionals and are treated as professionals. In fact, Retzlaff (1997) contended that empowerment is synonymous with professionalization.

It is evident that demand is high for school restructuring to improve the quality of educational opportunities as well as student achievement (Wu & Short, 1996). It is imperative that students develop the skills necessary to become successful and productive citizens. In an attempt to achieve these goals, attention has been focused on teachers and organizational factors that influence teachers' work lives. Cochran and DeChesere (1995) consider empowerment to be a viable solution for effecting these changes. Research revealed that school structures which enhance teachers' opportunities for collegial interaction and collaboration have a positive effect on both teacher attitudes and student performance (Blase', 1982; Blase' & Anderson, 1995).

To be successful in helping students to achieve, teachers and principals must demonstrate a strong commitment to support the educational programs and efforts of students. But commitment alone cannot make the difference. Teachers must also believe that they are both capable of teaching students effectively (efficacy) and

personally responsible for students' learning success or failure (Smith, 1994). Barros, Neto & Barros (1989) contended that a teacher's perceived sense of efficacy in teaching situations is a powerful variable in instructional effectiveness. Brookover and Lezotte (1979) found that teachers with a strong sense of efficacy felt more responsible for their students' learning. Guskey (1981) considered efficacy and responsibility to be so closely linked as to appear synonymous.

Short (1994a) has identified six dimensions of teacher empowerment. Those dimensions include decision-making in areas directly affecting a teacher's work, impact, teacher status, autonomy, professional development activities, and self-efficacy. A reform movement based on teacher empowerment will affect teachers' sense of efficacy and commitment. This sense of efficacy will, in turn, result in enhanced teacher responsibility for students' learning (Guskey, 1981). Further, Ashton and Webb (1986) reported that higher teacher self-efficacy results in higher student achievement. Higher student achievement is, after all, the primary goal of our schools. This study focused on the areas of teacher empowerment, teachers' sense of responsibility for student learning (efficacy),and student achievement. Although Irwin (1990) stated that

there is little or no research linking student achievement to empowerment, possible links were explored through this study. Levels of teachers' perceived empowerment, teachers' perceived sense of responsibility, and student achievement were compared.

At this time the curricular and performance outcomes of the public schools are not congruent with students' needs (Cochran & DeChesere, 1995). Typical top-down school organizations do not encourage teachers to risk changes in the traditional paradigm of teaching and learning. Yet changes in this paradigm must take place if our public schools are to be effective. The empowerment of school stakeholders holds considerable promise for facilitating these changes.

Teacher empowerment has evolved from quality management theories in business and industries. The premise of corporate empowerment efforts was that businesses can change worker alienation by replacing authority-based management with participative management (Short & Johnson, 1994). Such changes in worker attitudes resulted in improved productivity (Sallis, 1993).

Teacher participation in decision-making has been promoted for many reasons. Teacher participation is believed to enhance teacher professionalization through improvements in commitment, organizational climate, motivation, and job satisfaction

(Retzlaff, 1997). Participation promotes power equalization within the school setting and the reconstruction of schools into more democratic communities. The relationship and strength of shared decision-making relates to democracy as it builds on the "basic premise that the people have a voice, ownership, responsibility to the governance, the management, and the policies that affect the educational system and ultimately the children ... for the common good" (Retzlaff, 1997, p. 17).

Teacher participation in school decision-making results in an increase in the quality of communications, resulting in gains in school productivity and improved delivery of services to students. Teacher participation in school decision-making is based on the premise that "the closer a decision is made to a student served by the decision, the better it is likely to serve the student" (Clune & White, 1988).

A major premise of shared decision-making, decentralized control, and teacher empowerment is that such strategies will raise teacher morale, increase teachers' sense of responsibility, enhance teachers' classroom performance, and eventually, improve students' performance (Hill, Bonan, & Warner, 1992).

Interestingly, Bandura (1978) proposed a theory of reciprocal determinism to explain the relationship between teacher self-efficacy and teacher behavior. Bandura's theory contended that teachers' sense of effectiveness (efficacy) in the classroom

influences teaching behaviors, and the effects of those behaviors affect the teachers' beliefs in their own effectiveness. Guskey (1984) suggested that positive changes in teaching effectiveness was related to increased feelings of responsibility for students' learning, as well as to positive responses to teaching in general. Regardless of the origin of teachers' sense of responsibility for student outcomes, the perceived sense of responsibility for student achievement has been identified as a significant teacher characteristic affecting student learning (Guskey, 1985, 1982, 1981; Rose & Medway, 1980; Brophy, 1979; Weiner, 1979; McLaughlin & Marsh, 1978; Cooper & Baron, 1977).

Implicit in these reasons is the expectation that involving teachers in school level decision-making will enhance the teaching – learning process and ultimately improve student performance. Lange (1993) reminded us that "student success and achievement must be kept in the forefront of our thinking as the reason to implement ... shared decision-making. Everyone who helps make decisions must be held accountable for their results" (cited in Retzlaff, 1997, p. 3).

The purpose of this study was to examine relationships between the level of teachers' perceived empowerment, the degree of teachers' perceived responsibility for student outcomes, and student achievement. Meyers and VanHoose (1981) and Fiedler

(1979) found that most leaders are not able to perceive their actions and styles as teachers perceive those actions and styles. Terry (1998) reminded us that one's perceptions influence the way one reacts to situations. As Covey (1989) noted, "Where we stand depends on where we sit" (p. 22). Consequently, teachers' perceptions of their own level of empowerment and degree of responsibility for student achievement, or lack thereof, become reality for that school. Teachers' perceptions of their own levels of empowerment and responsibility for student outcomes provided the primary focus of this study.

The research questions critical to this study focused on possible relationships between teachers' perceived levels of empowerment in the workplace, teachers' perceived levels of responsibility for student learning, and the level of students' success as measured by standardized achievement test instruments.

Question 1. Is there a relationship between teachers' perceived level of empowerment and perceived degree of teachers' sense of responsibility for positive student outcomes?

Question 2. Is there a relationship between teachers' perceived level of empowerment and perceived degree of teachers' sense of responsibility for negative student outcomes?

Question 3. Is there a relationship between perceived degree of teachers' sense of responsibility for student outcomes and student achievement?

Question 4. Is there a relationship between teachers' perceived level of empowerment and student achievement?

Research has not yet established significant correlations between the variables of teachers' sense of responsibility for student outcomes and student achievement. While a significant number of studies have been conducted which focus on the construct of teacher empowerment, a clear connection between teacher empowerment and student achievement has not been established.

Hypothesis 1. There is no relationship between teachers' perceived level of empowerment and perceived degree of teachers' sense of responsibility for positive student outcomes.

Hypothesis 2. There is no relationship between teachers' perceived level of empowerment and perceived degree of teachers' sense of responsibility for negative student outcomes.

Hypothesis 3. There is no relationship between perceived degree of teachers' sense of responsibility for student outcomes and student achievement.

Hypothesis 4. There is no relationship between teachers' perceived level of empowerment and student achievement.

Methods

Data sources and Analysis

The population for this study consisted of classroom teachers in southwest Missouri elementary schools. The representative sample for this study was selected from small (up to 1000 students) and mid-sized (1001-2500 students) school districts. Larger, metropolitan school districts were not included due to the reduced likelihood that such schools would have the autonomy to implement site-based management.

A voluntary sample of classroom teachers was solicited at each target school. Subjects were selected at each grade level with the intention of obtaining representation of those teachers at varying levels of their careers (non-tenured, tenured, and veteran). A total of 271 utilized a quantitative data collection design. Participating classroom teachers were administered the Responsibility for Student Achievement Scale (RSA) by Guskey (1981) and the School Participant Empowerment Scale (SPES) by Short and Rinehart (1992a). Teachers' perceptions as measured by the RSA and SPES provided the primary data for this study.

Statistical analyses of data included correlation matrices to determine the degree to which the four variables of this study affect one another. A hypothesis test determined whether the correlation coefficients were significantly different from zero.

The first variable (responsibility +), teachers' perceived sense of responsibility for positive student outcomes, was expressed as the RSA positive (RSA+) score. This score was derived from Guskey's (1981) Responsibility for Student Achievement Scale and reflects the degree of responsibility a teacher accepts for the positive learning achievement of students.

The second variable (responsibility -), teachers' perceived sense of responsibility for negative student outcomes, was expressed as the RSA negative (RSA-) score. This score was derived from Guskey's (1981) Responsibility for Student Achievement Scale and reflects the degree of responsibility a teacher accepts for the failure of students to achieve.

The third variable (empowerment), teachers' perceived degree of empowerment in their workplace, was expressed as the SPES composite or total scale. This score was derived from Short and Rinehart's (1992a) School Participant Empowerment Scale and reflects the levels of decision-making, professional growth opportunities, teacher status, self-efficacy, autonomy, and impact the teacher perceives he or she possesses in the workplace.

The fourth variable (achievement), student achievement, was expressed as a grade level stanine score in both reading and mathematics. These scores were obtained from standardized achievement test data.

Examination and analyses of correlation matrices were conducted to explore possible relationships between these four variables. Significant relationships between these variables could impact school-restructuring efforts.

Limitations inherent in this study included the limited amount of time in which to conduct the study. Also, there was a chance that self-selection of voluntary participants limited the study to a select group, not necessarily representative of the general population. Further, there was a chance that self-reported results of teachers were less than accurate.

Although standardized achievement test data were available from each participating school, the variety of achievement tests administered caused some concern for the comparability of different scores. This study would have been stronger had all participating schools administered the same standardized achievement test.

Findings

The research questions central to this study focused on relationships between teachers' perceived empowerment in the workplace, teachers' perceived levels of responsibility for student learning, and the students' learning as measured by achievement test instruments.

A review of literature revealed significant numbers of studies that focused on the construct of teacher empowerment. Educational literature also revealed a limited number of studies that focused on the construct of teachers' responsibility for student achievement. However, a clear connection between teacher empowerment and student achievement had not been established.

The correlations between teachers' perceived levels of empowerment, self-perceived responsibility for students' successes and failures in the classroom, and student achievement are presented in a correlation matrix (see Table 1).

Analysis of correlations between teachers' perceived levels of empowerment, self-perceived responsibility for students' successes and failures, and student achievement

revealed a statistically significant relationship between teachers' perceived level of empowerment in the workplace and the degree of responsibility teachers accept for the successes of their students ($r = 0.18$; significance = 0.003). There was also a statistically significant relationship between the RSA+ and RSA- factors ($r = 0.126$; significance = 0.037). There was a statistically significant relationship between reading and mathematics scores with a correlation of $r = 0.631$ and significance level of 0.000. All other correlations, however, were not statistically significant. Results of the correlation analysis are presented in Table 1. Statistical significance was determined at the 0.05 level of confidence.

{Insert Table 1}

Hypothesis Testing

The four null hypotheses dealing with teachers' perceived levels of empowerment in the workplace, teachers' perceived responsibility for positive and negative student outcomes, and student achievement in reading and mathematics were tested using correlation coefficients. Results of each hypothesis tested are discussed and illustrated by a scatterplot of relationships. Hypotheses three and four include a table of means, as well.

Hypothesis 1: There is no significant correlation between teachers' perceived level of empowerment and teachers' perceived sense of responsibility for positive student outcomes.

The correlation coefficient between teachers' perceived level of empowerment and teachers' sense of responsibility for positive student outcomes was 0.180 (significance = 0.003). The relationship between these two variables is presented in Figure 1. This relationship,however, although statistically significant, is not practically significant.

{Insert Figure 1}

The correlation between teachers' perceived level of empowerment (SPES) and self-perceived responsibility for positive student outcomes (RSA+) indicated that teachers who perceived that they had higher levels of decision-making, professional growth, status, efficacy, autonomy, and impact tended to accept more responsibility for the success of their students. Consequently, the null hypothesis 1 can be rejected.

Hypothesis 2: There is no significant correlation between teachers' perceived level of empowerment and teachers' perceived sense of responsibility for negative student outcomes.

The correlation coefficient between teachers' perceived level of empowerment an d teachers' perceived sense of responsibility for negative student outcomes was -0.076 with a significance of 0.210. This relationship was not statistically significant (see Figure 2).

{Insert Figure 2}

Figure 2 revealed no significant relationship between teachers' perceived level of empowerment and teachers' perceived sense of responsibility for students' failures. Interestingly, teachers have a tendency to accept credit but reject blame for student outcomes. The correlation between teachers' sense of empowerment and teachers' sense of responsibility for students' failures was -0.076. Consequently, the null hypothesis 2 can be retained.

Hypothesis 3: There is no significant correlation between teachers' perceived sense of responsibility for student outcomes and student achievement.

The correlation coefficient between teachers' perceived sense of responsibility for student outcomes and student achievement was -0.059 with a significance level of 0.481.

{Insert Figure 3}

Figure 3 revealed no significant relationship between teachers' perceived responsibility for student outcomes and student achievement. Apparently, student

achievement is a complex construct that is not influenced significantly by a teachers' sense of responsibility.

Table 2 reveals numbers, means, and standard deviations for RSA+ scores at each reading stanine. No pattern was revealed by this table of means based on teachers' perceived responsibility for positive student outcomes and reading achievement scores.

{Insert Table 2}

The correlation between teachers' sense of responsibility for student outcomes and student achievement was -0.059 for reading and -0.08 for mathematics. Consequently, the null hypothesis 3 can be retained.

Hypothesis 4: There is no significant correlation between teachers' perceived level of empowerment and student achievement.

The correlation coefficient between teachers' perceived level of empowerment an d student achievement was -0.002 with a significance level of 0.985 (see Figure 3).

{Insert Figure 3}

Figure 3 revealed no significant relationship between students' achievement and the level of teachers' perceived empowerment in the workplace. Once again, it appears that student achievement is a complex construct that is not significantly influenced by a teachers' level of empowerment.

Table 3 reveals numbers, means, and standards deviations for SPES empowerment scores at each reading stanine. No pattern was revealed by this table of means based on teachers' perceived level of empowerment and student achievement.

{Insert Table 3}

The correlation between teachers' perceived empowerment and student achievement was –0.002 for reading and 0.122 for mathematics. Consequently, the null hypothesis 4 can be retained.

Discusssion

In summation the purpose of this study was to investigate relationships between teachers' perceived empowerment in the workplace, the degree of teachers' perceived responsibility for student outcomes, and student achievement. Teachers' perceptions as measured by the SPES (empowerment), the RSA (responsibility for student outcomes), and district standardized achievement test score stanines in reading and mathematics provided data for analysis.

The results of this analysis were as follows:

1. There was a statistically significant correlation between teachers' empowerment scores (SPES) and teachers' responsibility for student successes (RSA+). This indicates that teachers with an increased sense of empowerment in the workplace tend to accept more responsibility for the success of their students.
2. There was no significant correlation between teachers' empowerment scores (SPES) and teachers' responsibility for student failures (RSA-). This indicates that teachers with an increased sense of empowerment do not necessarily accept more responsibility for their students' failure to achieve.

3. There was no significant correlation between teachers' responsibility for student outcomes (RSA) and student achievement.
4. There was no significant correlation between teachers' empowerment scores (SPES) and student achievement.

Additional Findings

Although the sample size was small (47 subjects) for schools involved in the Accelerated Schools Project, there was a tendency for those Accelerated Schools to have significantly higher achievement scores than the traditional schools. Teachers' perceptions of their own empowerment and sense of responsibility for student outcomes, however, showed no significant differences between Accelerated and traditional schools.

Table 4 lists the mean scores of both Accelerated and traditional schools included in this study. Means are included for reading, mathematics, empowerment, and responsibility for both positive and negative student outcomes.

{Insert Table 4}

Implications

It appears that increased teacher empowerment and increased teacher responsibility for positive student outcomes are statistically correlated and important to a positive working environment. This study found a statistically significant correlation ($r = .180$) between teachers' empowerment and teachers' level of responsibility for student success. However, the variables of teacher empowerment and teacher responsibility apparently have no direct impact on student achievement.

Studies on organizational climate conducted by Herzberg, Mausner, and Snyderman (1959) suggested that job satisfaction be enhanced by allowing individuals enough responsibility and discretion to enable them to grow mentally. Although this study did not measure job satisfaction, the participants in this study achieved a mean score of 4.07 on the SPES, a measure of perceived empowerment. Kotter (1990) found that job satisfaction and job importance are indicators present in empowered group members. Thus, it could be inferred that this empowered sample population could also be considered to have high job satisfaction.

Short and Rinehart (1993) posited that teachers who perceive themselves to be empowered believe they have the power and ability to identify problems, institute needed changes, and assume responsibility for organizational outcomes. Rosenholtz (1987) emphasized the importance of personal investment and commitment of teachers (sense of responsibility). Teachers who are dissatisfied with their work lives and lack commitment to their organizations can negatively affect their students, as well as themselves (Czikzentmihalyi & McCormack, 1986; Rosenholtz, 1989). While this study found no statistically significant correlations between student achievement and teacher empowerment or student achievement and teacher responsibility, the student achievement of the participating schools was found to be higher than average. The mean reading score of this sample population was at the 5.76 stanine. The mean mathematics score of this sample population was at the 5.91 stanine.

This study supports Marks and Louis (1997) in their contention that "empowerment appears to be an important but not sufficient condition of obtaining real changes in teachers' ways of working and their instructional practices" (p. 1). Weiss,

Cambone, and Wyeth (1992) also found that there was no direct relationship between teacher empowerment and student achievement. Nevertheless, Weiss et al. (1992) maintained that teacher empowerment was an important component in educational reform because "in the final analysis, improved achievement depends on teachers and teachers need better work places" (p. 365).

Findings of this study indicate that the construct of teacher empowerment and a sense of responsibility for student outcomes are important to a positive school climate and increased teacher efficacy. However, the effect on student achievement appears to be secondary, if at all. A direct and significant correlation was not established between empowerment and student achievement or between teachers' sense of responsibility and student achievement. Nevertheless, creating a positive work environment for teachers enhances the likelihood that teachers will persist in the profession. As teachers gain in experience, logic dictates that they will increase in effectiveness with their students.

Two of the participating schools are also involved in the Missouri Accelerated Schools Project. The Accelerated Schools Project focuses on shared school governance, professional development for teachers, unity of purpose, empowerment with responsibility, and increased student achievement. While participants' perceptions of their own empowerment and self-responsibility for student learning was comparable to the scores of other participating schools, the math and reading scores of the Accelerated Schools were statistically significantly higher. One possible explanation for this discrepancy may be that participants in Accelerated Schools have a more in-depth understanding of the construct of empowerment due to their involvement in professional development focused on shared governance and empowerment with responsibility

through the Accelerated Schools process. Perhaps this deeper understanding of shared governance has increased their ability to discriminate actual empowerment issues from superficial attempts at empowerment. Another possibility lies in unknown variables, beyond empowerment or responsibility, affecting the achievement of students in Accelerated Schools. More rigorous research is warranted in this area. A qualitative design based on case studies of Accelerated Schools may help to identify causes for higher achievement scores in those schools. Since student achievement is of utmost concern to school professionals and it is apparently a complex construct; additional variables are worthy of examination.

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Table 1

Correlation of Empowerment, Responsibility, Achievement

		SPES	RSA+	RSA-	Reading	Math
SPES	r	1.00	.180	-.076	-.002	.122
	P	-	.003	.210	.985	.135
RSA+	r	.180	1.00	.126	-.059	-.080
	P	.003	-	.037	.481	.330
RSA-	r	-.076	.126	1.00	-.075	-.046
	P	.210	.037	-	.369	.570
Read	r	-.002	-.059	-.075	1.00	.631
	P	.985	.481	.369	-	.000
Math	r	.122	-.080	-.046	.631	1.00
	P	.135	.330	.570	.000	-

Note. n=271 teachers.
P< .05

Figure 1

Teachers' Empowerment and Responsibility for Success

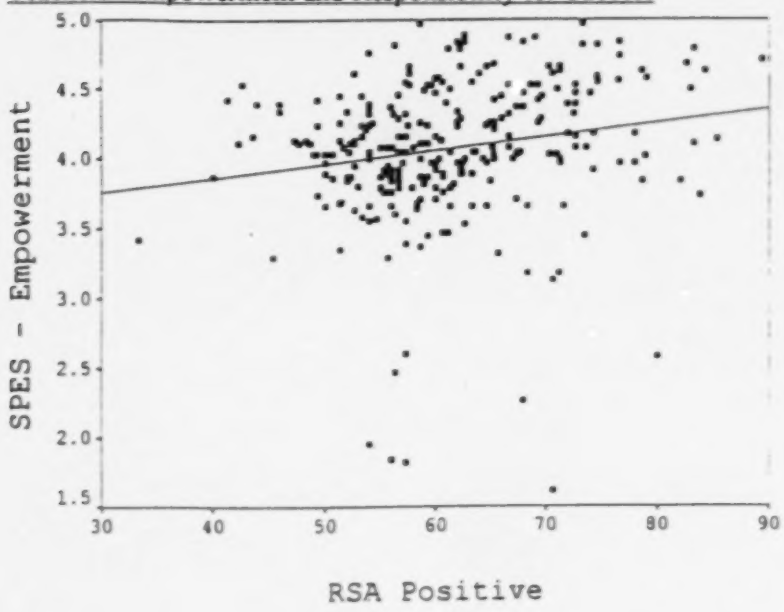

Figure 2

Teachers' Empowerment and Responsibility for Failure

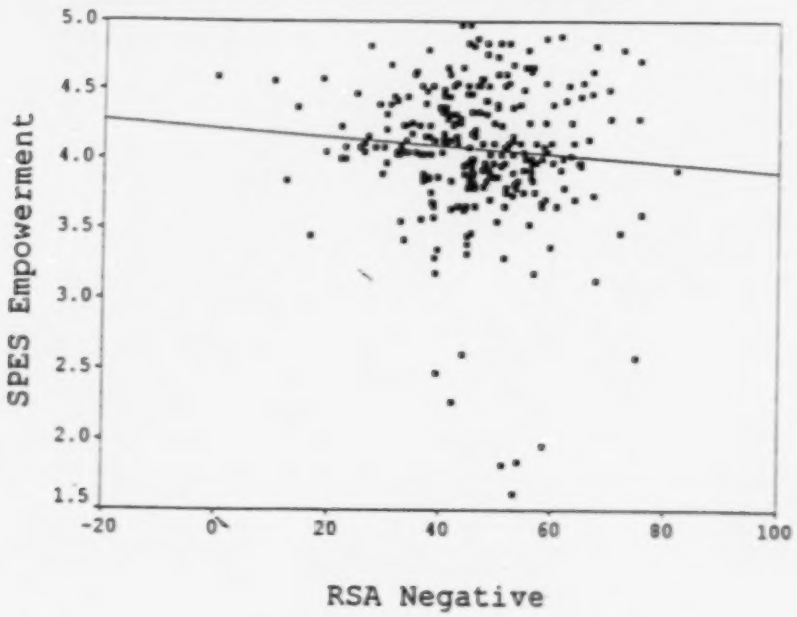

Figure 3

Teachers' Sense of Responsibility and Student Achievement

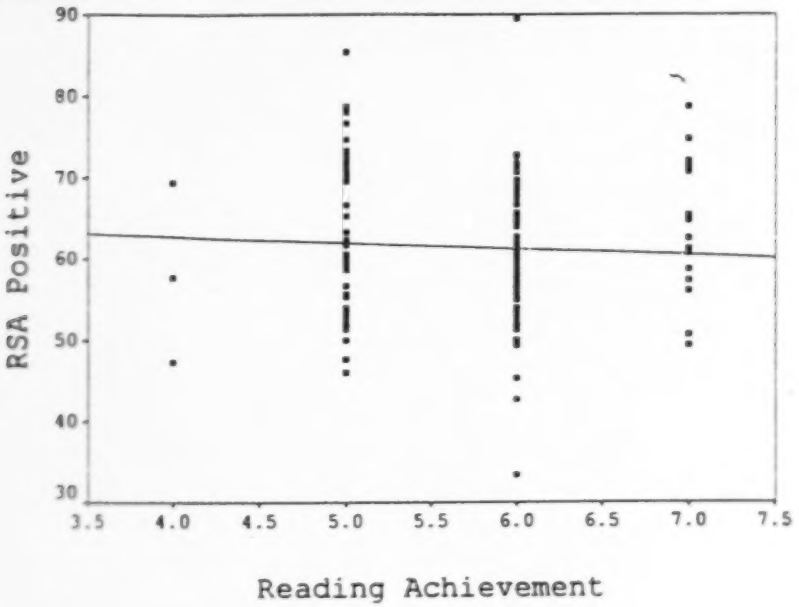

Table 2

Mean Scores - RSA Positive Scale and Student Achievement

Reading Stanine	Mean RSA+	N	SD
4.00	58.11	3	11.01
5.00	63.43	48	9.48
6.00	60.02	78	8.13
7.00	62.80	18	8.05
Total	61.43	147	8.71

Table 3

Mean Scores-SPES Empowerment Scale and Student Achievement

Reading Stanine	Mean SPES	N	SD
4.00	4.44	3	0.28
5.00	4.07	48	0.50
6.00	4.07	78	0.56
7.00	4.16	18	0.38
Total	4.09	147	0.52

Table 4

Means for Accelerated and Traditional Elementary Schools

	Reading	Math	SPES	RSA+	RSA-
Accelerated (N=47)					
Mean	6.04	6.30	4.20	62.02	45.89
SD	.74	.87	.52	8.40	14.52
Traditional (N=224)					
Mean	5.70	5.82	4.05	61.22	46.64
SD	.67	.84	.50	9.38	11.97